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ABSTRACT

The common goals of Michigan education are grouped into four areas. The goals in the first area, citizenship and morality, deal with morality, citizenship and social responsibility, and rights and responsibilities of students. The goals in the second area, democracy and equal opportunity, deal with equality of educational opportunity, education of the non-English-speaking person, education of the exceptional person, allocation of financial resources, and parental participation. Goals in the third area, student learning, concern basic skills, preparation for a changing society, career preparation, creative and critical thinking, sciences, arts, and humanities, physical and mental well-being, self-worth, social skills and understanding, vocational and technical skills, preparation for family life, and environmental quality. Goals in the fourth area, educational improvement, deal with quality teaching, accountability, assessment and evaluation, and research and development. (KM)

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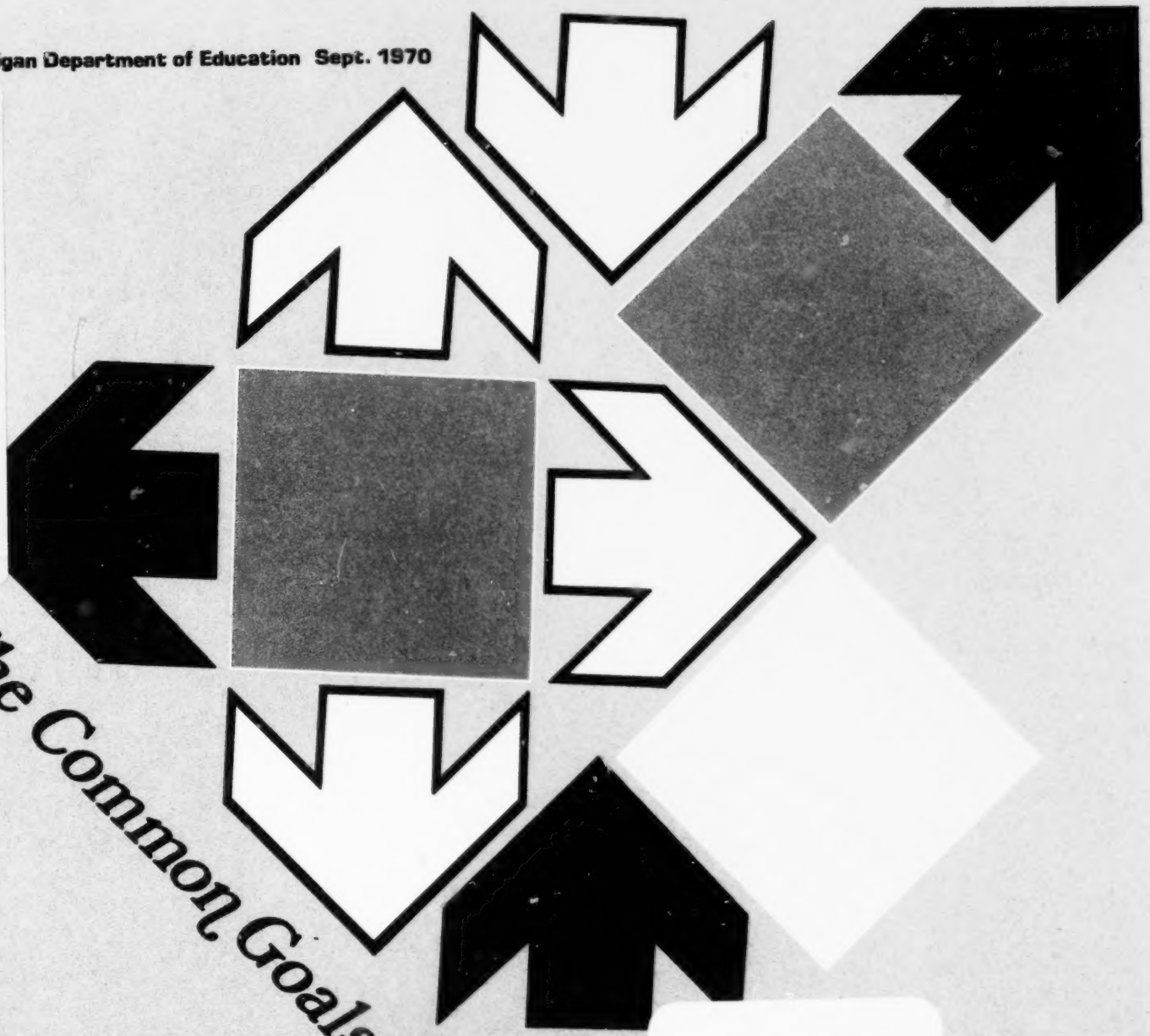

The Common Goals of Michigan Education

TENTATIVE

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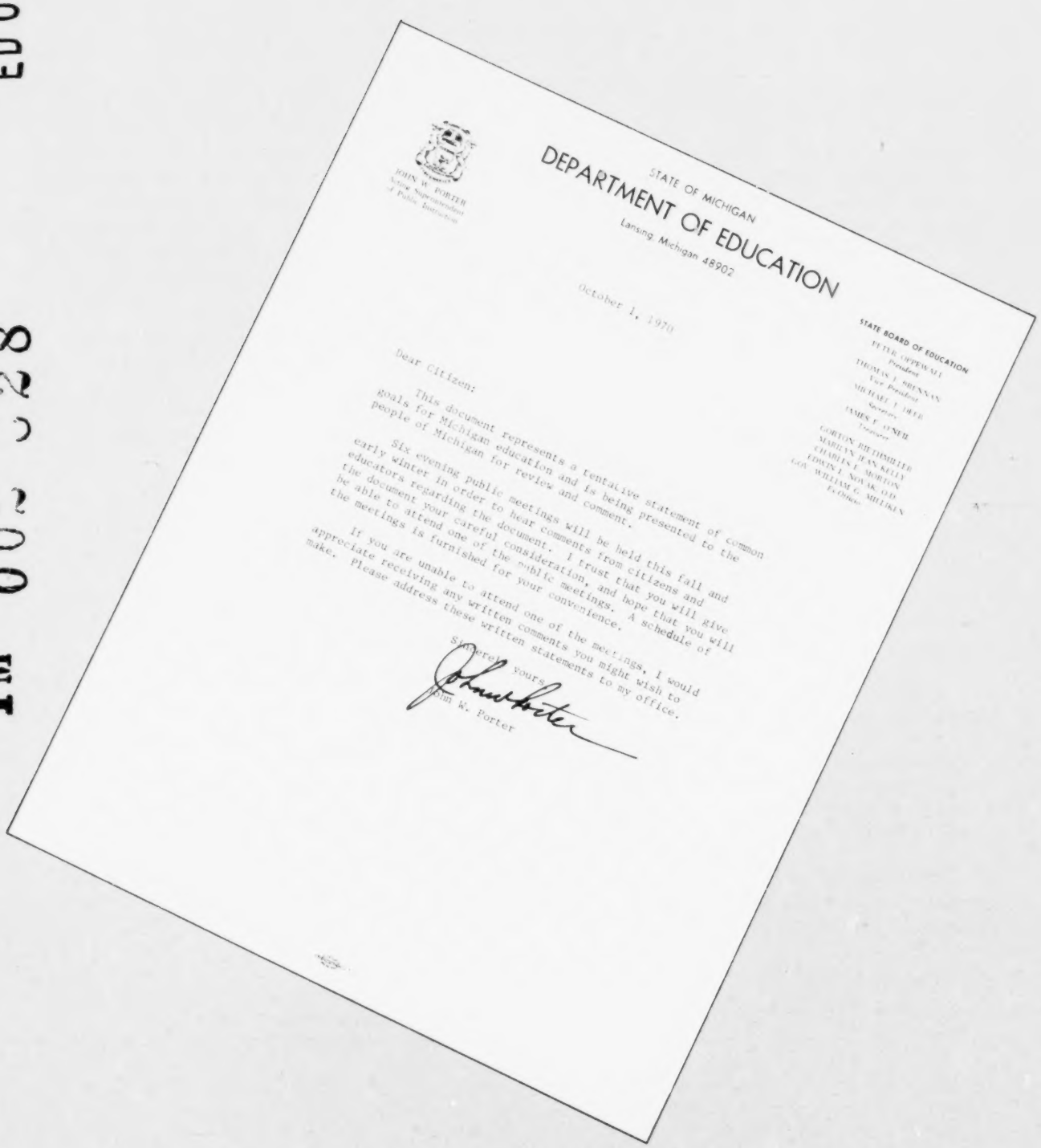

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October 1, 1970

Dear Citizen:

This document represents a tentative statement of common goals for Michigan education and is being presented to the people of Michigan for review and comment.

Six evening public meetings will be held this fall and early winter in order to hear comments from citizens and educators regarding the document. I trust that you will give the document your careful consideration, and hope that you will be able to attend one of the public meetings. A schedule of the meetings is furnished for your convenience.

If you are unable to attend one of the meetings, I would appreciate receiving any written comments you might wish to make. Please address these written statements to my office.

Sincerely yours,

John W. Porter

FOREWORD

In early 1970, the continuing concern for the quality of public education in the State of Michigan prompted the State Board of Education to appoint an advisory task force composed of Michigan educators, students, and lay citizens. This task force was given the charge of identifying and delineating what are felt to be the common goals of an educational system capable of meeting the growing and changing needs of contemporary society.

In June, 1970 the Task Force on Goals presented its recommendations to the State Board of Education (a list of the members of the Task Force and brief biographical notes are included as an Appendix to this document). The State Board received these recommendations and made revisions and additions. The enclosed statement of common goals for Michigan education is presented now to the people of Michigan for further comment and review.

It is believed that the common goals which have been developed can serve as statements of broad direction and general purpose for Michigan's educational system. It is anticipated that Department of Education staff with assistance from local educators, lay citizens, and outside consultants and experts in curriculum and measurement will have responsibility for subsequently developing performance objectives for these goals, as well as developing techniques to assess progress toward the goals.

While it may be recognized that the schools as they presently function are meeting the needs of many individuals, it has become increasingly clear that an effort must be initiated which focuses on the needs of all citizens, on the demands of present-day society, and on the resources at hand. It is the earnest hope of the State Board that Michigan's educational system will become a system that is successful for all of those who participate in it, as well as successful for the society which supports it and is supported by it.

It was in this spirit that the goals on the following pages were developed; and it is in this spirit that they are recommended as a statement of the common goals of Michigan education.

John W. Porter
Acting Superintendent of
Public Instruction

THE COMMON GOALS OF MICHIGAN EDUCATION

INTRODUCTION

An open society can be attained with freedom for every person to secure optimum personal achievement as a member of that society. We must evaluate and continually renew our State educational system so that every individual has equal access to optimum personal development and full freedom to participate in an open society.

A society such as ours must have many goals for its schools if its people are to be well served. Goals are presented here which we believe are and must be common to all of Michigan's schools and which make up the foundation of a system of quality education. It will be necessary for local school districts to expand upon these common goals so that the requirements of unique educational situations may be met.

These goals are set forth to guide not only the educational process, but also the plans for assessment of educational effectiveness. Goals, as well as the educational system they guide, require regular reevaluation if they are to serve the people of Michigan.

The common goals of Michigan education are grouped into four principal areas which should guide efforts to perfect Michigan's educational system. These areas are: (1) citizenship and morality--which sets out the criteria which schools must meet in developing mature and responsible citizens; (2) democracy and equal opportunity--which deals with conditions necessary for a successful process of school operation; (3) student learning--which specifies desired outcomes for each person who is a product of our educational system; and (4) educational improvement--which identifies actions that are essential to continued upgrading of the system. Within each of these broad areas specific goals are described which must direct the schools of Michigan in order to provide optimum opportunity for success for every one of our students.

This document is grounded in the belief that the success of an educational system must be measured by the degree to which the educational development of the students reflects the potentials of those students as individuals regardless of race, sex, religion, or socioeconomic or ethnic background.

THE FOUR GOAL AREAS

I. CITIZENSHIP AND MORALITY

MICHIGAN EDUCATION MUST CREATE AN EDUCATIONAL ENVIRONMENT WHICH FOSTERS THE DEVELOPMENT OF MATURE AND RESPONSIBLE CITIZENS. THREE GOALS HAVE BEEN IDENTIFIED IN THIS AREA:

Goal 1 -- MORALITY

> Michigan education must assure the development of youth as citizens who have self-respect, respect for others, respect for the law, and good citizenship.

Goal 2 -- CITIZENSHIP AND SOCIAL RESPONSIBILITY

> Michigan education must assure the development of mature and responsible citizens, with the full sense of social awareness and moral and ethical values needed in a heterogeneous society. It must encourage critical but constructive thinking and responsible involvement in the resolution of the problems of our society. It must create within the school system an atmosphere of social justice and equality which will enable students to carry a positive attitude about human differences into their working or community relationships in later life. The schools should provide learning experiences involving students from different racial, religious, economic, and ethnic groups; therefore, Michigan education should move toward integrated schools for quality education in citizenship and social responsibility.

Goal 3 -- RIGHTS AND RESPONSIBILITIES OF STUDENTS

> Michigan education must recognize and protect the individual and legal rights of students as people and as citizens, regardless of race, religion, or economic status. Together with these rights students must accept responsibilities and disciplines essential to our society.

II. DEMOCRACY AND EQUAL OPPORTUNITY

MICHIGAN EDUCATION MUST SUPPORT AND ADVANCE THE PRINCIPLES OF DEMOCRACY BY RECOGNIZING THE WORTH OF EVERY INDIVIDUAL AND BY RESPECTING EACH PERSON'S RIGHT TO EQUAL PARTICIPATION IN THE EDUCATIONAL PROCESS. FIVE GOALS HAVE BEEN IDENTIFIED IN THIS AREA:

Goal 1 -- EQUALITY OF EDUCATIONAL OPPORTUNITY

Michigan education must ensure that its processes and activities are so structured as to provide equality of educational opportunity for all and to assure that there is no institutionalized oppression of any group, such as racism where it exists. The system must assure that all aspects of the school program--including such matters as educational goals, organization of schools, courses, textbooks, activities, treatment of students, attitudes, and student and community representation--give full cognizance and proper weight to the contributions and participation of all groups within its structure. The school climate must reflect the diverse values of our society.

Goal 2 -- EDUCATION OF THE NON-ENGLISH SPEAKING PERSON

Michigan education must recognize and respect the need for special academic and administrative measures in schools containing students whose native tongue is one other than English. These students should be encouraged and assisted to develop their skills in their native language while they are acquiring proficiency in English. If necessary, the methodologies of foreign language instruction should be used to enable these students to gain the required fluency. Where there is a substantial population of non-English speaking students, bilingual programs should be provided in order that the students may develop their bilingual skills and enhance their educational experience rather than being forced into a position of a disadvantaged student. Such programs should extend to the provision of instructional techniques which facilitate a student's educational development regardless of his out-of-school experience with non-standard English.

Goal 3 -- EDUCATION OF THE EXCEPTIONAL PERSON

Michigan education must recognize and provide for the special educational needs of exceptional persons. This recognition must extend to those who are academically talented and to those who are considered physically, mentally, or emotionally handicapped.

Regarding the handicapped, Michigan education must further assure that its procedures concerning the testing and evaluation of children tentatively identified as being mentally or emotionally handicapped do not unduly penalize minority or low socioeconomic status children by precipitous referral and placement into special classes.

Every effort must be made to achieve the maximum progress possible for exceptional and academically talented individuals without limiting their movement into and/or out of special classes.

Goal 4 -- ALLOCATION OF FINANCIAL RESOURCES

Michigan education must ensure that the availability and quality of publicly financed education be maintained at acceptable levels in all communities. The inability of local communities to muster sufficient resources to meet their needs must not be allowed to deprive individuals of quality education. Therefore, the differential distribution of state education funds must be recognized as being justified by the differences in abilities of local school districts to support quality education programs.

Goal 5 -- PARENTAL PARTICIPATION

Michigan education must develop effective means for involving parents in the educational development of their children.

III. STUDENT LEARNING

MICHIGAN EDUCATION MUST HELP EACH INDIVIDUAL ACQUIRE A POSITIVE ATTITUDE TOWARD SCHOOL AND THE LEARNING PROCESS SO THAT, AS A RESULT OF HIS EDUCATIONAL EXPERIENCE, HE IS ABLE TO ACHIEVE OPTIMUM PERSONAL GROWTH, TO PROGRESS IN A WORTHWHILE AND REWARDING MANNER IN THE CAREER OF HIS CHOICE, AND TO RENDER VALUABLE SERVICE TO SOCIETY. ELEVEN GOALS HAVE BEEN IDENTIFIED IN THIS AREA:

Goal 1 -- BASIC SKILLS

Michigan education must assure the acquisition of basic communication and computation skills to the fullest extent possible for each student. These basic skills fall into four broad categories: (1) the ability to comprehend ideas through reading and listening; (2) the ability to communicate ideas through writing and speaking; (3) the ability to handle mathematical operations and concepts; and, (4) the ability to apply rational intellectual processes to the identification, consideration, and solution of problems. Although the level of performance that can reasonably be expected in each of these areas will vary from person to person, the level of expectation of each individual must be accurately assessed. Continual evaluation of his aptitudes, abilities, and needs must be undertaken. Every effort must be made to afford each individual the opportunity for mastery which he needs to pursue his chosen goals, to the point of program entrance and beyond.

Goal 2 -- PREPARATION FOR A CHANGING SOCIETY

Michigan education must encourage and prepare the individual to become responsive to the needs of an ever-changing social, economic, and political environment both here and throughout the world. An appreciation of the possibilities for continuing self-development will permit him to pursue his chosen goals to the limits of his capabilities under such changing conditions.

Goal 3 -- CAREER PREPARATION

Michigan education must provide to each individual the opportunity to select and prepare for a career of his choice consistent to the optimum degree with his capabilities, aptitudes, and desires. Toward this end, he should be afforded, on a progressive basis, the necessary evaluation of his progress and aptitudes, together with effective counseling regarding alternatives available, the steps necessary to realize each of these alternatives, and the possible consequences of his choice. In addition, each individual should be exposed, as fully as possible, to the adult working world and adult values to enable more thoughtful and meaningful decisions as to career choice and preparation.

Goal 4 -- CREATIVE AND CRITICAL THINKING

Michigan education must foster the development of the skills of creative and critical thinking to enable the individual to deal effectively with situations and problems which are new to his experience in ways which encourage him to think and act in an independent, self-fulfilling, and responsible manner.

Goal 5 -- SCIENCES, ARTS, AND HUMANITIES

Michigan education must provide on a continuing basis to each individual opportunity and encouragement to gain knowledge and experience in the area of the natural sciences, the social sciences, the humanities, and the creative and fine arts so that his personal values and approach to living may be enriched by these experiences.

Goal 6 -- PHYSICAL AND MENTAL WELL-BEING

Michigan education must promote the acquisition of good health habits and an understanding of the conditions necessary for physical and mental well-being.

Goal 7 -- SELF-WORTH

Michigan education must respond to each person's need to develop a positive self-image within the context of his own heritage and within the larger context of the total society. The development of a positive self-image will enhance the individual's ability to fruitfully determine, understand, and examine his own capacities, interests, and goals.

Goal 8 -- SOCIAL SKILLS AND UNDERSTANDING

Michigan education must provide for each individual an understanding of the value systems, cultures, customs, and histories of others. Each student must learn to value

human differences, understand and act constructively upon current social issues, participate in society and government while seeking to improve them, and seek an open society where every person has equal access to the goals he seeks regardless of his background or group membership. Each person must learn to develop and maintain effective interpersonal relationships.

Goal 9 -- VOCATIONAL AND TECHNICAL SKILLS

Michigan education must promote the development of the individual's marketable skills so that a student is assisted in the achievement of his career goals by adequate preparation in areas which require competence in vocational and technical skills.

Goal 10-- PREPARATION FOR FAMILY LIFE

Michigan education must provide an atmosphere in which each individual will grow in his understanding of and responsiveness to the needs and responsibilities inherent in family life. Joint efforts must be made by school, parents, and community to bring together the human resources necessary in this endeavor.

Goal 11-- ENVIRONMENTAL QUALITY

Michigan education must develop within each individual the knowledge and respect necessary for the appreciation, maintenance, and protection of the physical environment.

IV. EDUCATIONAL IMPROVEMENT

MICHIGAN EDUCATION MUST INCLUDE ADEQUATE PROVISION TO ASSESS, EVALUATE, AND IMPROVE, ON AN ON-GOING BASIS, PROGRESS OF THE EDUCATIONAL SYSTEM IN ACHIEVING THE GOALS ESSENTIAL FOR QUALITY EDUCATION. FOUR GOALS HAVE BEEN IDENTIFIED IN THIS AREA:

Goal 1 -- QUALITY TEACHING

Michigan education must assure that an individual is not limited in his educational experience. He must be provided with quality education, including the best possible methods of teaching and learning. Instructional improvement is sought through continuing education of teachers, systematic planning of school programs which provide a variety of alternatives for reaching educational objectives, and the dissemination of improved strategies of teaching.

Goal 2 -- ACCOUNTABILITY

Michigan education must move toward establishing responsibility and accountability standards for the performance of administrators and teachers. Meaningful job descriptions for administrators and teachers should be developed to facilitate the appropriate placement of personnel and the accurate determination of responsibilities of these personnel. These descriptions should be updated at frequent intervals to take into account developments in educational techniques and technology, and changes in student and personnel characteristics.

Procedures must be established according to which the performance of administrators and teachers would be evaluated relative to applicable job descriptions and to the circumstances within which the individual functions.

Incentives must be developed and implemented together with the development and utilization of job descriptions and procedures for evaluating performance so that those administrators and teachers whose work is worthy of distinction may be appropriately rewarded.

Goal 3 -- ASSESSMENT AND EVALUATION

Michigan education must provide continuing and thorough assessment and evaluation of progress toward each of the goals named in this document in order to make available the best possible information for effective educational decision making. Since such decisions are made at state, regional, local, and classroom levels, varied types of evaluation procedures are required.

The assessment process must take into account the varied population of the State, giving appropriate consideration to the social, economic, civic, and cultural aspirations, needs, and circumstances of the people served by the educational system.

Preparation for the mechanics of testing must be accompanied by a variety of activities which assure that the individual is not handicapped in his performance by the testing techniques and procedures utilized. The development and implementation of the assessment and evaluation program must provide opportunity for the involvement of the community (parents, business, and social institutions), the school, and the Department of Education.

Goal 4 -- RESEARCH AND DEVELOPMENT

Michigan education must foster research to create new knowledge about teaching and learning. Michigan education must also foster the development of tested alternatives to existing practice so that continued progress toward the attainment of the goals of Michigan education may be achieved. Joint effort and support by all agencies whose actions affect education is essential to the achievement of this goal.

MAY 30 1972

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Mrs. Shirley Collier, Master Teacher, Programs for the Disadvantaged, Grand Rapids Public Schools

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